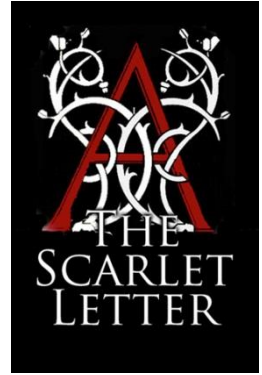


BLOG ASSIGNMENT



- A. Hawthorne raises questions of sin and guilt, but does not openly pass clear judgment on specific characters. Instead the reader must see the sins and guilt of the characters and arrive at his or her own conclusions. CONSIDER ☞ Who is the guiltiest?
- B. The parent-child relationship is a common theme and subject in literature. Hester and Pearl have an unusual relationship, possibly reflective or symbolic of the relationship's origin. CONSIDER ☞ How would you define the relationship between Hester and her daughter Pearl?
- C. While the characters in the novel are somewhat flat and symbolic, they are not static (unchanging). Observe the moments of change in these characters. CONSIDER ☞ How does Hester (Dimmesdale, or Chillingworth) change as the story unfolds? What are we to learn from their transformations?
- D. A literary symbol is not a mere representation. Rather, it is some character, image, or object which has plura-signitive value. In other words, the symbol literally plays an important role in the work, but it also represents other ideas or experiences to the novel. Watch for symbols in the novel. CONSIDER ☞ What is the symbol's literal contribution to the novel? How does its symbolic value develop?
- E. With the sense of a visual artist, Hawthorne paints the story of *The Scarlet Letter* using light and dark, color and shadow to create a picture of Puritan Boston and its inhabitants. Watch for meaningful examples of color imagery. CONSIDER ☞ Discuss the symbolism of the color imagery in *The Scarlet Letter*.
- F. How does irony – when the opposite of what you expect to happen, happens–play a role in the novel? Explore Hawthorne's ironic treatment of a character, scene, or symbol. CONSIDER ☞ Why would the author handle this material with irony?
- G. The novel is a moral tale, but at the same time, it presents several ambiguous lessons. The text of a literary masterpiece will so resonate with meaning that a reader might encounter many possible, even conflicting, interpretations of the work. Watch for moments in the novel that create ambiguity for you (a scene, a setting, a symbol, a character). CONSIDER ☞ In a novel set in such a strict, “good vs. evil” setting, why would the author create such ambiguity?
- H. Focus on a contrasting idea in the novel (sin/redemption, male/female, powerlessness/empowerment, realism/imagination, light/dark). CONSIDER ☞ Why is the contrast important to the themes of the novel?
- J. One of my favorite lines in the novel is this: “No man can wear one face to the multitude and another to himself without becoming bewildered as to which may be true.” Watch for displays of this dual psychological state of one of the characters. CONSIDER ☞ What is the impact and perhaps the confusion that results from a discrepancy between the public and the private face?
- K. Hawthorne chose Puritan Boston during the 1640's for the setting of his novel. How does he seem to feel about Puritanism? Look for examples in his tone (attitude) by closely examining his treatment of one of the following aspects of the novel: a character, a setting, or a symbol. CONSIDER ☞ Puritan America, though a particular time and place in American history, still affected Hawthorne's society and still resonates in ours. Why does the novel still apply to our very different time and place?
- L. Critic Nina Baym has commented that “in the interweaving of choice and fate, the novel approaches tragedy.” If tragedy revolves around a tragic error/choice made by the protagonist that leads to the protagonist's unavoidable (fated) punishment, who is the tragic figure of the novel and how do choice and fate interweave to create his/her downfall? Document moments where characters seem to make their own fate. CONSIDER ☞ Which element, choice or fate, seems most strong in the lives of these characters? Which do you believe in most strongly? How does our society “interweave” beliefs in choice and fate?

www.kidblog.org/BishopPeriod#X

PASSWORD= student number

Posts do not appear until approved.

Your audience is smart and knows the book (no summaries!)

Keep the rubric in mind--draft, revise, edit THEN post.

Don't label your topic, just make it clear.

Title each post--with a TITLE, not a label--AND write the blog #

Be interesting! If the post is boring, it's not the book . . .

☞ OTHER TOPICS YOU MIGHT EXPLORE . . .

- A meaningful quote
- A powerful description
- A moment of allegorical meaning
- A personal connection
- A connection to today (specific is better)
- A literary connection (a poem, a novel, a character, a theme, the author's style . . .)

☞ SEE OUR CLASS SITE FOR DUE DATES

You'll do 7 blog entries (chs 1-3, 4-6, 7-9, 10-12, 13-15, 16-18, 19-21)

BLOG #	Writer:			
	ABOVE STANDARD (5)	MEETS STANDARD (4)	BELOW STANDARD (3)	NO EFFORT
CONTENT	Discussion of the novel is innovative, insightful, deep—shows impressive HIGHER ORDER THINKING!	Discussion of the novel reveals insight and thought, but isn't necessarily innovative	Discussion of the novel fails to more past surface-level or obvious recalling of facts.	
VOICE	Shows impressive, clear personality and control	Writing is precise but the voice may be more stiff or overly personal for the subject	Voice is dull, unclear or generic OR voice lacks an academic base	
ORGANIZATION	Impressive attention to paragraphs and organization	Clear paragraphs and general organization	Paragraphs lack structure and/or general organization is missing elements (introduction, conclusion, transitions)	
DICTION	Active verbs, precise and concise vocabulary, no verbosity	Some passive verbs, some wordiness, generally careful and precise	Predominantly passive verbs, verbose or otherwise imprecise word choice (clichés, expletives, etc.)	
SYNTAX	Fluent, varied, sophisticated sentence structures	Accurate sentence structures, some fluency or variety issues	Sentences lack fluency, variety, or accuracy	
MECHANICS	Perfect grammar, spelling, and conventions	Few grammar, spelling, or convention errors (none serious)	Some serious or distracting errors	
QUOTE	-Perfect MLA documentation -Seamless incorporation into the writing -Quote is selected carefully (no extra) -Quote illuminates the content	-Perfect MLA documentation -Seamless incorporation into the writing	-MLA mistakes -“Floating” quotes -Quote is too long or not clearly relevant	
POSTED ON TIME	Posted on or before due date	Posted on or before due date	Posted after due date	
REVIEWS	Three constructive, specific reviews focused on extending the academic conversation	Three reviews, but may lack constructive tone, specificity, or academic focus	Fewer than three reviews Not constructive in tone No specific feedback Not focused on academics	
TOTAL:				